English Language Syllabus

for
Grade 9

Introduction

In grade 9 the students have 4 periods of English a week. The syllabus contains 12 units and each unit is divided into 11 periods. There should also be two revision units (each of two periods each), one at the end of each semester. This makes a total of 136 periods. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competencies.

At Secondary School students are studying other subjects through the medium of English. Grade 9 therefore focuses on all four language skills equally, developing students' subject survival skills as well as building confidence and learning strategies. Indeed learning strategies is the topic of the first unit and is woven into subsequent units through skills practice and specific activities. In terms of language items, the focus of Grade 9 is on revision and extension of what was covered at primary.

Topics, texts, vocabulary and activities are directly linked to other school subjects and reflect the national focus on Science and Technology. For reading and listening there is increasing use of authentic materials.

Teachers are strongly advised to the look at the Grade 9 Minimum Learning Competencies for all of the four skills which also act as objectives.

Unit 1: Learning to Learn *(11 periods)*

Learning Outcomes*:* By the end of Unit 1 students will be able to identify strategies to help them learn more effectively

Language focus

Grammar: present simple, present continuous, 'wh' questions, 'will' for spontaneous decisions, should/need to/have to
Vocabulary: classroom language, learning styles, English speaking countries, adjectives for countries
Social expressions: classroom English

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to descriptions and identify the main ideas	**A. Listening** 1. Different voices explaining how they like to learn	Students match listening descriptions to learning prompt sheet on learning styles
	2. Different voices saying how they record and memorise vocabulary	Students list vocabulary learning strategies
• listen to instructions and identify specific information	Following simple instructions Stand, sit, open, draw, form groups of, close etc	Teacher gives instructions and students do as they are told – draw picture
• talk about themselves, others and their daily lives	**B. Speaking**	Students draw two squares in the centre of a sheet of paper. In the first square they draw a cartoon picture of themselves and write their name. In the second square they draw pictures of their favourite possessions e.g. new pen. Around the outside, they draw pictures of the people they love/admire most.
	Pronunciation – rising intonation	Teacher models rising intonation for questions.
		In pairs students ask and answer questions in order to identify drawings in the pictures
	'Wh' questions using present simple/present continuous E.g. 'Where is your mother?' What is she doing? What is this?	Teacher asks the question – What 'rules' do we need to follow to make sure we can all be happy and learn well in our class? Her/she takes one or two suggestions from the class as examples, and then asks students to work in 3s to provide additional ones. E.g. being on time; listening quietly when someone is speaking, following instructions, participating in activities, treating each other with respect, doing homework on time, bringing books/pen to school
	Ground rules	The teacher displays his/her 'ground rules' and the students compare with their list. Additional points from the students can be added to the list.
		Students copy the list into their exercise books and add a 'because' for each. E.g. we must listen quietly because we need to hear what people are saying.

Competency	*Content/Language Item*	*Learning Activities and Resources*
		The teacher displays the list on the classroom wall and refers to it whenever anyone breaks one of the 'rules'
• ask and respond accurately to a basic range of open and closed question	Getting to know your activities	Introductory activities Students sit in groups of six. They each think of three things they like, and three they do not and write these on a piece of paper. They join another group and swap papers. Through questions and answers each group tries to identify the owner of each paper. E.g. do you like spiders?
• express their opinion and support this using basic language	Map of the world with countries with English as a mother tongue shaded	In groups, students discuss and label on the map of the world the names of countries where English is spoken.
		Students fill in the names of the countries using a list provided. Students match the country with the adjective e.g. Australia = Australian, Kenya=Kenyan, India=Indian. They try to identify adjectives for countries that do not end in '-an' e.g. Britain – British, Japan = Japanese, Thailand + Thai, etc.
	English – where evident in school?	They discuss the question of why English is also studied in other countries e.g. Ethiopia
		Find something written in English Students find examples of English use in their school – e.g. notices, labels, library
	Expressing obligation and advice (revision) E.g. Should, need to, have to	Teacher revises modals
	What skills do you need to be good at English?	Students list the skills they need to be good at English. They compare to a chart, and complete chart assessing areas of strength and areas to develop. E.g. What they find the easiest/hardest What they are good at and why What they can do to improve. - I should….. - I might …… Teacher explains self-assessment and goal setting
• express future actions decided at the moment of speaking.	Will for spontaneous decisions E.g. A: It's very hot B: I'll close the window	After introducing and practicing the use of 'will' for spontaneous decisions. Students are given 'being helpful' scenarios to act out e.g. Student A doesn't have a pen ("I don't have a pen") Student B offers help using 'will' ("I'll lend you one")
• use a range of structures to	Classroom English and	

Competency	*Content/Language Item*	*Learning Activities and Resources*
ask for repetition and clarification	pronunciation E.g. Sorry, I don't understand Could you repeat that, please? Could you spell that, please? I'm sorry I can't hear that Excuse me, can I leave the room? I'm sorry I'm late	Teacher models and students practise the pronunciation of expressions
• read an article and predict the content of a text from pre-reading activities	***C. Reading*** **Reading text 1:** Article: Why study English?	Students are given the question – 'Why is it important to study English?' With a partner, they list reasons.
• read an article and make basic notes of main points		Students read the text and underline, then list the main ideas. They tick off the points that they have made which also appear in the text. They add additional points from the text to their list.
• read a letter and skim to get the general idea	**Reading text 2:** A light hearted letter from an uncle to his nephew who is just starting secondary school, giving advice on how to do well at school E.g. importance of attendance and punctuality Good behaviour How to fit homework in How to take care of equipment and books Taking part – trying –not being afraid of making mistakes	Students skim the text to get a general idea of the content and purpose. In pairs, students read the text aloud taking alternate paragraphs each. Students relate the content to their Grade 8 experience and decide which ideas would have applied then. They list these in one column using simple headings – e.g. be on time In the second column, they draw a ☺ if they think they are good at this; a ☺ if they find it difficult, and a ☺ if they know it is not strength. They each complete a statement which they write in their exercise books e.g. I am good at ………. This year I will try harder to ………………
• read a letter and relate what they have read to their own experience		
• punctuate sentences correctly	***D. Writing*** Punctuation revision Capitals, full stops, question marks, commas for lists, apostrophes for contractions, exclamation marks	Teacher writes sentences on the board, and invites students to come to the front and put in correct punctuation marks from a list. Teacher gives positive encouragement to students who have volunteered, but who make mistakes. Teacher asks students to brainstorm ideas in response to the statement – 'It's okay to make mistakes'. She/he lists the responses on the board.

Competency	*Content/Language Item*	*Learning Activities and Resources*
• write a short informal letter	Letter writing Posters/slogans Learning styles questionnaire will *E. Additional Learning Strategies* Dictionary work – alphabetical order. Vocabulary notebook	She/he asks students to help her/him give advice to a student who is too frightened to answer in class in case they make mistakes with their English. The teacher takes suggestions from the class. In 3s, students decide which advice from reading text 2 would be the most helpful. They write a short informal letter to a friend, using the reading text as a model. Students create posters/slogans for the classroom on the subject, using words and drawings. Students complete learning styles questionnaire following teacher's instructions Gap fill exercise for use of 'will' for spontaneous decisions. Teacher gives examples and students complete gap fill. In rows, students sit themselves according to alphabetical order. They then say their names out to check. Students record objects/furniture in the classroom in their notebooks in alphabetical order with pictures as definitions.

Assessment:

Skill	Minimum Learning Competency	Task
Listening	Listen to instructions and be able to identify specific information	Teacher uses speaking activity for assessment
Speaking	Talk about themselves, others and their daily lives	Teacher uses speaking activity for assessment

Unit 2: Places to Visit *(11 periods)*

Learning Outcomes: By the end of Unit 2 students will be able to give detailed information about places to visit in Ethiopia

Language focus

Grammar: present simple, present perfect contrasted with past simple (been/gone), going to (for future plans), how long..?
Vocabulary: places to visit, holiday accommodation/facilities, buildings, itinerary, travel
Social expressions: asking for information, asking for and giving directions

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to a dialogue and identify specific information	*A. Listening* A dialogue about holidays	Students listen to two people talking about holidays. They answer questions.
• describe places using appropriate adjectives	*B. Speaking* Present simple E.g. This is a picture of Lalibela.	Students look at pictures of famous places in Ethiopia and describe them.
• ask and respond accurately to a basic range of open and closed questions	Present perfect (contrasted with past simple); E.g. Have you ever been to Gonder?　　Yes, I have. When did you go? Last year. What did you do? I visited a castle.	In pairs, students ask/answer questions using prompts to practise "Have you ever…?" and past simple Then in small groups, students ask/answer questions and complete a "Find someone who.." questionnaire.
• talk about possible and planned futures	Going to, may, might E.g. What are you going to do in the summer? I am going to visit my grandmother in Awassa. I might/may visit my grandmother in Awassa. How long does it take…? E.g. How long does it take to get to school from your house? About 10 minutes on foot. Social expressions: asking for	In pairs, students make oral sentences/phrases about future plans with "going to/may/might" from a substitution table. In pairs, students ask/answer questions about summer vacation/summer break. They use the listening text as a model. Students make a holiday itinerary and talk about their plans using a scaffold E.g. Day 1 – travel to Awassa Day 2 - visit grandmother Teacher writes "how long does it take…?" on board and asks questions about traveling between local places/towns. Teacher models dialogue with students and elicits time answers. Students make similar dialogues in pairs. In pairs, students change direct questions into indirect/embedded questions using a substitution table.

Competency	*Content/Language Item*	*Learning Activities and Resources*
• use a range of structures to ask for information	information (using some indirect questions) E.g. Could you tell me…? Do you know…? Could I ask..?	E.g. Where do you live? – Could you tell me where you live? How long does it take to get to Awassa? – Do you know how long it takes to get to Awassa?
• describe the location of places and give simple directions	Asking for and giving directions Imperatives for directions E.g. Turn left, go straight on	Teacher revises words and phrases for giving directions and demonstrates recording of vocabulary with pictures.
	Adverbs and prepositions of place/time E.g. The hotel is past the bridge on the right. Go along the street and turn left after the garage.	Information gap: Students have a map of a town with places to visit. Student A has half the information; Student B the other half. Together they ask/answer questions about locations of places and how to get there.

	Pronunciation
	  - have (contraction with present perfect)
	  - past participles
	
	  - going to
		Teacher writes sentences using present perfect on the board. Students are shown contraction of verb "have". Teacher models pronunciation (E.g. / aIv /) and students repeat/practise (individually/pairs/whole class). Students also practise pronunciation of past participles.
		Teacher writes sentences using "going to" on the board. Students are shown contractions of "am/is/are". Teacher models pronunciation of contractions and pronunciation of going to / gƏnnƏ /and students repeat/practise (individually/pairs/whole class)

• read directions and follow instructions and directions	*C. Reading* Reading text: directions	Students read a text, plot the route described and locate buildings/places of interest
• read authentic materials and scan to obtain specific information	Reading text 2: hotel brochures, tourism office leaflets	Students scan texts and answer questions
• read magazine articles and skim to get the general idea	Reading text 3: magazine article about travel/holiday destinations	Students are given 2 minutes to skim the text and say what it is about. They identify and underline the content words that helped them to do this.
• read magazine articles and make basic notes of main points		Students are given headings and take notes.

Competency	*Content/Language Item*	*Learning Activities and Resources*
	D. Writing • spelling of past participles	Students practise spelling of past participles of common verbs (regular/irregular). Students are encouraged to keep a list of verbs. Students are given a list of 20 common verbs. They write corresponding past participles (regular/irregular) and check with partner/teacher. Students play bingo activity. They choose 9 past participles from the list and write one in each box. The teacher calls out base form and students cross off matching past participle
	• sentence completion (going to/may/might)	Students complete sentences using "going to/may/might" using prompts. E.g. Tomorrow I ……
	• gap-fill sentences (been/gone)	Students complete gap-fill sentences using "been/gone". Teacher explains difference in meaning E.g. Where's your brother? Oh, he's <u>gone</u> to the market. You look happy! Where have you <u>been</u>?
	• gap-fill text about a holiday	Students read text about a holiday and fill gaps with vocabulary given. Students use dictionary/teacher for help. Text should help distinguish meaning of key words E.g. holiday/vacation, travel/trip/journey/outing, set out/off, by car/on foot etc
• write 1-2- paragraph descriptive passage	• descriptive passage	Teacher talks about where students live and elicits ideas/adjectives/phrases. Teacher groups language under headings E.g. name/location/activities/feelings and writes example descriptive paragraph on board. Students copy. Students then write their own description of a place to visit in Ethiopia (using scaffold and dictation as a model).
	E. Additional Learning Strategies • accessing English outside the school	Students brainstorm where they can access English outside the school and bring examples into class (if possible). Students access one facility and complete a task.
	• accessing libraries, reading box, Internet if possible	E.g. library - Teacher and librarian give information about the library and show students how to use it. Teacher follows this up with an immediate task: choose a book of your choice and complete a questionnaire.

Assessment:

Skill	Minimum Learning Competency	Task
Reading	Read authentic materials and be able to scan to obtain specific information	Read a description of a place and answer 10 multiple choice questions
Writing	Write 1-2 paragraph descriptive passage using language	Teacher uses writing activity for assessment

Unit 3: Hobbies/Crafts *(11 periods)*

Learning Outcomes: By the end of Unit 3 students will be able to talk about their hobbies

Language Focus
Grammar: Present simple, adverbs of frequency, determiners
Vocabulary: hobbies and crafts, make and do
Social Expressions: expressing agreement and disagreement

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to descriptions and be able to identify specific information	**A. Listening** Present simple E.g. I usually knit. We always swim in the pool in our free time.	Students listen to speakers talking about their hobbies, and fill in a chart using the information they heard from the description.

• ask and respond accurately to a basic range of open and closed questions.	**B. Speaking**
	Adverbs of frequency
	Always, usually, sometimes, often, never,
	Rarely, hardly ever
		Students ask and answer questions about their hobbies (in pairs), using 'Wh' questions, and adverbs of frequency when talking about themselves
		E.g. A: What are your hobbies?
		      B: Listening to music.
		      A: When do you do that?
		      B: I usually do it most evenings.

	Pronunciation – of	Teacher models pronunciation of 'of' and students repeat and practise.
• talk about themselves, others and their daily lives	Determiners All/none/most (of), a few (of) E.g. All the students enjoy reading. None of them like swimming. Most of them enjoy walking. A few of them like gardening.	Students conduct a class survey and ask questions about their hobbies. Report back to own group using determiners.
	Do/Make	Teacher explains the distinction between do and make and asks for examples. Students read a list of hobbies (including the words do and make) and classify into groups: E.g. Crafts/sports/individual activity/group activity. Vocabulary may fit more than one classification. After the activity students reflect on whether they find it useful as a way of remembering the words. They also think of other ways to classify these words.

Competency	*Content/Language Item*	*Learning Activities and Resources*
• agree, disagree and express simple counter arguments.	Social expressions: agree/disagree E.g. You're absolutely right I agree That isn't true/is true Yes, I know what you mean I agree with you but… I don't see it like that.. Yes, but don't you think…..	Students, in groups, rank hobbies in order of importance/popularity/cost etc., working towards consensus and using agree/disagree expressions
	C. Reading • agree/ disagree expressions	Teacher lists agree/disagree expressions on the board, students group, classify and record.
• read a letter and infer meanings of new words using contextual clues	• a letter to a friend	Students read the passage and match new words to definitions (multiple choice). Students re-read the text and identify/comment on text features e.g. layout/ formulaic phrases/useful expressions E.g. Dear Mohammed etc.; How are you?
	D. Writing Sentences with determiners All/none/most (of), a few (of) E.g. All the animals are dogs, None of the animals are cats	Students match sentences to pictures.
• write a short informal letter	• an informal letter	Students write an informal letter to a penfriend (taking the reading text as a model) describing what they do in their free time.
	• phrases/sentences with do/make E.g. I made a cake. Let's make a plan. Do - harm/good/business with somebody Do - somebody a favour Make - an offer/ a decision/ arrangements /an effort	Students construct correct phrases/sentences using do/make Students form collocations for words related to hobbies E.g. Play tennis / do athletics / go for a swim / collect coins.
• write 1 or 2 paragraph description	• one week of a diary	Students write about the activities/hobbies they have done that week.

Competency	Content/Language Item	Learning Activities and Resources
	E. Additional Learning Strategies Recording vocabulary (classifying into groups)	Students are given a list of words and shown two ways of grouping them (by verb e.g. play, go, do or by lexical set e.g. hobby, craft, sport Students should be encouraged to come up with alterative groupings e.g. things I do/don't do
		Discussion of why we read e.g. enjoyment, information, as a writing model
	Reading strategy – underlining	Using highlighting/underlining as a strategy.
	Assess and set goals	Students use a grid to self-assess reading competency and set a personal target

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Ask and respond accurately to a basic range of open and closed questions	Teacher asks questions about hobbies/activities. Students respond accordingly
Writing	Write a short informal letter	Teacher uses writing activity for assessment

Unit 4: Food for Health *(11 periods)*

Learning Outcomes: By the end of Unit 4 students will be able to discuss issues related to food and health

Language focus
Grammar: present simple passive, adjectives of colour/shape, prepositions of place, first conditional (with unless, provided, as long as),
        which/that to join sentences, comparatives/superlatives
Vocabulary: food, nutrition, health
Social Expressions: giving advice

Competency	Content/Language Item	Learning Activities and Resources
Students will be able to: • listen to descriptions and identify specific information	**A. Listening** Descriptions of food items Present simple/present passive This fruit grows in southern Ethiopia. This meat is eaten with a tomato sauce.	Group quiz: students listen to a description of a food item and match to a word in a list. E.g. This fruit is long. It is yellow on the outside. It grows on a tree. Monkeys love it. People peel and eat it. It is ……. (a banana).
• listen to a talk and identify specific information	A talk about nutrition	Students listen to a nutritionist talking about what you should/shouldn't eat. Students tick/cross food items.
	B. Speaking	Teacher introduces topic with the proverb 'An apple a day keeps the doctor away.' Teacher elicits ideas from class.
	Adjectives and prepositions E.g. Brown/green /orange/white round/long, outside/inside/from/ on the outside	Teacher revises adjectives and prepositions using pictures.
• express their opinion and support this using basic language	Social expressions: revision of opinions, agreeing and disagreeing	Students classify foods/drinks into healthy/unhealthy. They discuss why.
• talk about themselves, others and their daily lives	'Wh' questions E.g. What do you eat for breakfast? Comparatives/superlatives E.g. Milk is healthier than fizzy drinks. Eating fruit every day is the best way to stay healthy.	Students write down the foods/drinks they eat/drink during a typical day/meal. They interview each other and compare diets using comparatives/superlatives.

Competency	*Content/Language Item*	*Learning Activities and Resources*
• express cause and effect	First conditional If, provided, as long as, unless E.g. If you eat too many cakes, you will get fat. Unless you study hard, you will fail the test.	Teacher revises first conditional and introduce the different alternatives to 'if' and their concise meanings. Students make sentences from a substitution table using "If/provided/as long as/unless+ will".
	Pronunciation of ei/ie E.g. protein, diet, variety, eight, ingredient, piece, believe	In small groups, students discuss the dangers of eating badly. They are encouraged to use first conditional phrases. Students practise pronouncing words containing the letter "ei" and "ie". Teacher gives some examples but also encourages students to think of some more.
	C. Reading • word search	Students find fruit/vegetable/drink words in a wordsearch grid.
• read labels and scan to obtain specific information	• labels of canned/packed/bottled foods	Students scan texts for information and match labels to products. Then they complete table E.g. ingredients, manufacturer, place/country of production, production/expiry dates, nutrient values etc.
• predict the content of the text from pre-reading activities	• a nutrition leaflet about carbohydrates/proteins/fats.	Students read the title of the text and predict ideas/words that might appear in the text. E.g. It talks about/It might be about/I think it is about ……
• read a leaflet and scan to obtain specific information		Students read the text silently to complete chart with questions relating to each food groups: E.g. carbohydrates How does the body use them? They are used for energy. Where are they found? They are obtained from plants. Which foods? Bread, potatoes, pasta, injera
	D. Writing • revision of past participles	Students revise past participles. In pairs, student A says a verb and student B writes the past participle. They then swap roles. They check each other's answers for correct words and spelling.
	• revision of comparatives/ superlatives	Students are given an adjective prompt and 2 or more types of food/drink to compare in writing E.g. healthy / apples / chocolate Apples are healthier than chocolate.

Competency	Content/Language Item	Learning Activities and Resources
	• food pyramid	Students complete a food pyramid by putting foods in the correct row and labelling the rows. E.g. Bottom row = foods you should eat regularly (fruits, vegetables etc) Top row = foods that are bad for you and should rarely be eaten (chips, chocolate etc)
	• dictation • sentences joined using which/that	Students take dictation of the descriptions of food items (see Speaking section). They then join sentences using which/that. E.g. Bananas, which are long and yellow, are eaten by monkeys.
	• product description	Students choose a product and write a description using given verb-preposition combinations such as made of, made by, made in E.g. You must use it by, it is made up of etc
• punctuate sentences correctly	• punctuation of a paragraph	Students copy a short unpunctuated paragraph. Students use comma, question mark and full stop to punctuate the paragraph. They take turns to read punctuated sentences.
	• a leaflet	Students write a nutrition leaflet for younger children using the reading text as a model. They proofread the text at the end.
	Giving advice E.g. should/shouldn't, ought to, why don't you..?	
	• vocabulary network for food/drink	Students collect vocabulary related to food/drink from the unit and record in lexical sets. Students are encouraged to add more words they know.
	• spelling rule (ie/ei)	Students are given the spelling rule: "i before e except after c when the sound is ee". They list as many words as they can that follow this rule. E.g. believe, receive. Teacher should highlight any exceptions e.g. protein.
	E. Additional Learning Strategies • accessing English outside the classroom	Students bring labels written in English to the classroom. They expand information on labels to explain them and display explanations/labels on classroom walls.
	• recording parts of speech for vocabulary items	Students suggest random words from the unit and teacher writes them on the board. They discuss what part of speech each word is and group words in table according to part of speech. E.g. nouns/adjectives/verbs/adverbs etc. If available, students use dictionaries to check.

Assessment:

Skill	Minimum Learning Competency	Task
Listening	Listen to a talk and identify specific information	Teacher reads aloud information about her weekly diet and students tick food items as they are mentioned
Writing	Punctuate sentences correctly	Teacher uses writing activity for assessment

Unit 5: HIV and AIDS *(11 periods)*

Learning Outcomes: By the end of Unit 5 students will be able to describe the symptoms, treatment and impact of AIDS and HIV

Language focus
Grammar: present continuous, past simple, zero conditional, mixed modal verbs, indirect questions
Vocabulary: implements/tools, health
Social expressions: expressing sympathy

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to a description and identify specific information.	**A. Listening** Listening text – HIV and AIDS Zero conditional: If…, this means …	Students listen to a radio/TV broadcast text about HIV and AIDS and answer questions about cause/effect. Optional: If possible, Teacher invites guest lecturer(s) from health centres/ hospitals/ Kebeles to give a speech in English. Students listen and ask/answer questions.
 • describe pictures using appropriate language	**B. Speaking** Past simple E.g. HIV and AIDS caused many deaths in Africa last year. Present simple E.g. What causes HIV and AIDS? A virus causes it. Present continuous e.g. There is a woman sitting alone They are avoiding her Modal verbs (can, should, must, mustn't, have to, don't have to) E.g. We must not ignore the problem of HIV and AIDS HIV positive people can live full and active lives	Students brainstorm a list of ways that HIV/AIDS can be transmitted (E.g. infected blade/needle etc) Students look at pictures related to HIV and AIDS and interpret. e.g. woman sitting on her own in crowded cafe Modal verbs Teacher says a modal verb, and students suggest phrases/sentences where it could be used.
• express their opinion and support this using basic language		In groups, students discuss how to treat/help people who are living with HIV and AIDS. Using a spidergram to help them organise their responses, they discuss and identify the social, economic and psychological problems that HIV and AIDS brings to the country.

Competency	*Content/Language Item*	*Learning Activities and Resources*
	Zero conditional: Cause and effect If people keep their status secret, this leads to stigma	Students act out an HIV and AIDS message presentation for younger children. Activity to revise zero conditional: Students are given phrases related to the topic which they put into the formula – If … plus present simple, + result (present simple)
• use a range of structures to express sympathy	Social expressions: express sympathy e.g. Oh no I'm really sorry to hear that What a pity What a shame That's sad What a nuisance! Poor you! How awful! How terrible!	Teacher lists sympathy phrase in order of seriousness of situation. In pairs students are given situations; one person gives the bad news, and the other person responds in an appropriate way. E.g. (bike stolen) A: My bike's been stolen B: How awful.
• read a leaflet and get the general idea • read a leaflet and scan in order to obtain specific information	*C. Reading* • leaflet about HIV and AIDS, containing statistics: numbers and percentages	Students are given 2 minutes to skim the leaflet and say what it is about. They read it again and list down what they feel are the three most important new facts they have learned. They scan the text in order to answer questions about the statistics.
	• posters about HIV and AIDS	Students are given words from the leaflet and they identify parts of speech Students expand the main ideas they get from the posters. E.g. HIV and AIDS is transmitted by….
	D. Writing	Students are given figures and percentages and they match these to words and phrases: E.g. Majority, minority, most, half, a small number of, a large number of.
	Have to/don't have to contrasted with must/mustn't e.g. You don't have to understand every word when you read (= it is not necessary)	Discrete gap fill sentences using 'have to'/'don't have to' contrasted with 'must'/'mustn't'

Competency	*Content/Language Item*	*Learning Activities and Resources*
• write one or two paragraph narrative passage	You mustn't cheat (= you are not allowed to) • narrative	Students choose one picture (from Speaking section) and make up a story/paragraph about it.
	Revision of indirect/embedded questions E.g. Could you tell me how many people there are in Ethiopia living with AIDS?	Students write 5 questions (a mixture of direct/indirect) about HIV/AIDS they would like to be answered by guest speaker/ expert/ t Teacher (see Listening section).
	E. Additional Learning Strategies Recording vocabulary exercise	Students are given a list of words to categorise under parts of speech
	Follow up on reading goal.	Teacher checks whether students have met their reading goal from unit 3.
	Focus on listening Strategies – key words	Teacher and students discuss the skill of listening and how they feel about it. Teacher and students discuss 'How do we listen?' Teacher uses extracts from listening texts to demonstrate how we identify key words. Baseline test of listening competency Keep record of scores – set goal to increase in next unit

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Describe pictures using appropriate language	Students describe pictures using present continuous
Reading	Scan text to obtain specific information	Read short narrative description and answer true/false questions

Unit 6: Media: TV and Radio *(11 periods)*

Learning Outcomes *:* By the end of Unit 6 students will be able to discuss the topic of TV and radio

Language focus
Grammar: present perfect (for/since), mixed tenses, comparatives/superlatives, indirect/embedded questions, reported speech, like/look like
Vocabulary: media, adjectives for describing people, jobs
Social expressions: expressing opinions, follow on questions.

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to descriptions identify specific information through matching pictures	**A. Listening** Description of celebrities	Students listen to descriptions of celebrities (known or unknown to students, but with different jobs or physical characteristics) and match to pictures.
• listen to questions in an interview and identify key content words	Interview with celebrity	Students are given a list of words in 2 columns. Half the words are content words occurring in the listening text; the other half are synonyms for these words or closely related words. Students listen to an interview with a media celebrity who describes his/her life and tick the content words they hear in the text (using the synonyms to help them)
• listen to questions in an interview and identify main ideas	Present perfect with for/since E.g. I've lived in Addis Ababa for 24 years. I've been interested in music since I was a child.	Students listen again and answer comprehension questions. Students identify present perfect verbs in interview. They create new sentences about themselves using these verbs.
• describe people using appropriate language	**B. Speaking** Describing people: Like/look like E.g. What's he like? What does he look like? What does he like….-ing? Comparatives/superlatives	Students look at pictures of celebrities and describe to their partner.
• ask and respond accurately to a range of open and closed questions	Follow on and indirect/embedded questions E.g. You said…. Does that mean…? Can you tell me….?	Teacher pretends to be a celebrity (that students are familiar with). Students assume identity of interviewer/journalist and write list of questions. Students ask questions and teacher replies as this personality. Students then report back information in writing.

Competency	*Content/Language Item*	*Learning Activities and Resources*
	Reported speech E.g. "Where are you from?" "I'm from Ethiopia" → He said he was from Ethiopia.	
		In pairs, students roleplay interviewer/celebrity using listening text and teacher roleplay as models. Interviewers ask primary questions and follow-on questions.
		In groups, students make a news programme. They write the script (giving current local or international events or school news); 2 students read the news; 1 reads the weather forecast; others direct. They present to the class.
• agree, disagree and express simple counter arguments	Expressing opinion E.g. I think.. I suppose.. I'm pretty sure that.. It's my opinion that.. I'm convinced that.. I wonder if...	In small groups, students prepare arguments for/against a topic using opinion expressions given by teacher on board. Students are assigned different topics relating to TV/radio/celebrities. E.g. Watching TV is a waste of time; nowadays people prefer TV to radio; celebrities have too much money. Some of the students then present arguments to the class to give examples of each. Optional: Students bring in news stories and relate to the class in English.
	Pronunciation (word stress)	Students are given words from the unit and asked to put them in groups according to syllable length and word stress. Teacher gives examples first. Students practise saying words in groups. E.g. <table><tr><td>Ooo</td><td>Oo</td><td>oOoo</td></tr><tr><td>radio</td><td>handsome</td><td>celebrity</td></tr><tr><td>media</td><td>lifestyle</td><td></td></tr></table>
• read descriptions and express their views	*C. Reading* • descriptive passages	Students read texts about 2 celebrities (information about job/home/family etc) and compare/contrast lifestyles by putting information into tables. Students say which lifestyle they would like/why.
• read authentic materials scan to obtain specific information	• TV/radio listings/guide	Students read TV/radio listings/guide and answer questions E.g. What time is the news and on which channel? You want to watch a football match, what time/which channel?
• read an article and relate what they have read to their own experience	• opinion text	Students read a text about someone's views on the advantages/disadvantages of TV/radio. In small groups, they discuss and relate to their own experiences and what they brainstormed.

Competency	*Content/Language Item*	*Learning Activities and Resources*
	D. Writing • sentence completion (for/since)	Students complete sentences, changing given verbs into present perfect and choosing either "for" or "since".
	• reported speech E.g. "I am Ethiopian" = She said she was Ethiopian	Students are given direct speech sentences/phrases. They change them into reported speech.
	• complex sentences	Students are given linking words/conjunctions E.g. when, if, although etc. They join sentences using most appropriate linking word to make complex sentences. If necessary, changes to punctuation are made.
	• simple biographies	In small groups, Students write fake biographies of celebrities. Each student writes one sentence, folds over paper to hide this sentence and then passes to neighbour who then completes the next sentence. At the end, one student reads out all the sentences (the fake biography of that person). Teacher should give prompts for each sentence: My name is…/My birthday is…/I live in….etc
	• TV/radio news broadcast	Students write TV/radio news broadcast (see Speaking).
• write a short simple introduction to an essay • write complex and compound sentences	• essay introduction	Students look at 3 introductions related to a TV/media theme and analyse the strengths/weaknesses of each. With the help of the teacher, students identify the characteristics of a good introduction (e.g. thesis statement) and language structures used. They write an introduction to one of the topics used in the debates (see Speaking) incorporating both compound and complex sentences.
	E. Additional Learning Strategies Recording vocabulary	Students write a vocabulary spidergram for media: nouns, verbs, people, places, adjectives connected with the topic of media
	Expanding vocabulary (synonyms/antonyms)	Students take list of synonyms in Listening section (interview with celebrity) and write matching antonyms. They use dictionary/teacher for help.

Assessment:

Skill	Minimum Learning Competency	Task
Reading	Read an article and relate what they have read to their own experience	Student reads an article about a famous person and tells teacher how the information given relates to his/her own experience
Writing	Write a short simple introduction to an essay	Teacher uses writing activity for assessment

Unit 7: Cities of the Future *(11 periods)*

Learning Outcomes: By the end of Unit 7 students will be able to say what the future will look like

Language focus
Grammar: future simple: active and passive, comparatives and superlatives,
Vocabulary: urban and rural buildings/infrastructure and facilities, social issues/crime
Social expressions: giving different perspectives.

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to descriptions and identify main ideas	**A. Listening** Listening text 1. descriptions of town/cities	Students listen to descriptions of cities and list key words for each. They use these to match cities to pictures.
• listen to a story and relate what they have heard to their own lives	Listening text 2 – short story based on life in a large town/city	Students listen to the story. They compare the setting with where they live, listing the differences and similarities. E.g. city A is much bigger than our city. They check their lists in a small group, and decide where they would prefer to live and the reasons why.
• use a range of structures to give alternative perspectives	**B. Speaking** Alternative perspectives On the other hand But then again look at it this way Even so... Okay, but Very true but,	Teacher illustrates giving an alternative perspective with examples In pairs, student A makes a statement about the future; student B gives a different perspective using one of the expressions.
• compare pictures using appropriate adjectives.	Comparatives There are more buildings in the new picture The buildings are closer together	Students look at a mixture of past/present pictures of Ethiopia and list the main differences that they see. They each decide on the three main general differences and report back on these to a group. Working in pairs, they each choose 2/3 adjectives for each picture, and their partner guesses which picture the adjectives apply to.
• talk about themselves, others and their daily lives		Students work in groups and think about what their village/town looks like regarding: size, kinds of buildings, transport system, communication etc.
• talk about possible futures	Predicting the future	Teacher asks the question: 'What will your village/town/city look like in 50 years

Competency	*Content/Language Item*	*Learning Activities and Resources*
	Will (prediction) (passive and active) E.g. Every building will have its own solar power generators. Ring roads will be built.	time?' Before discussing in groups students practise a variety of structures
	Comparative and superlative E.g. Cities will be cleaner. More people will live in cities than in the country, so they will be more crowded.	Students are given prompt words (e.g. clean) which they use in sentences using 'will' and comparatives and superlatives. Students transform active verbs into passive e.g. The government will build ring roads = ring roads will be built.
	Pronunciation: Modelling sentences with comparatives and superlatives to show appropriate intonation and stress	Students repeat sentences
• express their opinion and support this using basic language	Social expressions: give opinions E.g. I think cities will have faster transport system.	Students work in groups to answer the question 'what will your village/town/city look like in 50 years' time?' They give opinions and express their different perspectives giving reasons. Students present opinions to class (a representative from each group).
• read a description and predict the content of a text	*C. Reading* • two descriptive texts about a futuristic city (one with negative perspective and one with positive)	Students read both texts and predict the ending. They underline the negative and positive words/phrases In both texts and compare. They are given the endings to each text and underline the positive and negative phrases in each. They discuss the endings and decide which is best/most likely in the context of the earlier section, giving reasons and match them.
• read a text and retell in outline	• short story based in an imaginary future	They record key content words, and retell the story using these as prompts
• write complex and compound sentences.	*D. Writing* • Revision of spelling rules for comparatives/superlatives • complex/compound sentence	Students given examples of comparatives and superlatives spellings; they deduce the rules and give further examples. The teacher gives examples of simple compound sentences on the board. She changes them to complex using while, if, when, because etc. Students create own sentences
• write a one to two paragraph	• a descriptive passage about a	They write either a positive/negative projection about their own town/city.

Competency	*Content/Language Item*	*Learning Activities and Resources*
descriptive passage	city	
	E. Additional Learning Strategies Vocabulary –translation	Students group words from unit in vocabulary spidergram and decide which words have equivalent/straightforward translation in mother tongue. Students use teacher or dictionaries for help. Students examine which words do not translate easily and look at why this is so.
	Vocabulary strategy	Students list and discuss vocabulary strategies used so far in the year and say which they prefer. Teacher adds any extra strategies.
	Active/passive vocabulary	Students are given a list of words related to the topic and they mark those which they think they will use in the future and say why and how.
	Goal	Students set themselves a vocabulary goal to use a specific strategy for recording vocabulary in the next unit.

Assessment:

Skill	**Minimum Learning Competency**	**Task**
Listening	Listen to descriptions and identify main ideas	Students listen to a short descriptive passage, write down prompt words and record main ideas
Writing	Use of complex/compound sentences	Students write three compound sentences and three complex.

Unit 8: Money and Finance *(11 periods)*

Learning Outcomes*:* By the end of Unit 8 students will be able discuss the topic of money

Language focus:

Grammar: second conditional, quantifiers, verb patterns
Vocabulary: money and finance, business
Social expressions: expressing surprise

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to a short lecture and identify gist • listen to an interview and identify specific information	**A. Listening** Lecture about importance of money Interview with a famous Ethiopian entrepreneur	Students listen to a short lecture about the importance of money and note down gist. Students listen to an interview with a famous Ethiopian entrepreneur and answer questions
• use previous knowledge to pronounce new words • contribute to and develop conversations around the unit topic	**B. Speaking** Pronunciation of currencies Dialogue in a bank A: Good morning. How can I help you? B: Good morning. I'd like to change some dollars into birr, please? A: How much would you like to change? B: What is the exchange rate? A: 9 Birr to the dollar B: OK. I'd like to change $20, please A: That will be 180 birr and 2 birr commission B: That's fine A: Here you are	Students match names of currencies to countries. They practise pronunciation of currency names. Teacher elicits phrases for a dialogue in a bank/exchange bureau and writes on board. Teacher models pronunciation of key phrases and students repeat. Teacher roleplays dialogue with class. Students then practise model dialogue in pairs. Students are given a currency conversion table. They roleplay customer/teller in a foreign exchange bureau (bank). Students ask and answer questions about currencies, amount and conversion.

Competency	*Content/Language Item*	*Learning Activities and Resources*
	B: Thanks	
	2nd Conditional E.g. rich – buy car If I were rich, I would buy a car.	Using cause/result prompts, students make sentences orally using 2nd conditional.
• use a range of structures to express surprise	Expressing surprise E.g. Believe it or not, ... You may not believe it but… It may sound strange but… Surprisingly, … Funnily enough, … Guess what? Do you know what? You won't believe this, but...	Expressing surprise activity: students are given surprising news scenarios and in pairs they choose an appropriate phrase and make a sentence. They practise saying the information. E.g. find 100 Birr note in the street Do you know what? I found 100 Birr in the street this morning.
• talk about an imaginary situation		Students are asked to discuss how their lives would change if they won a million birr. In small groups, they discuss what they would do with the money, rank ideas and finally reach consensus.
• express their opinion and support this using basic language	Pronunciation: 2nd conditional	Students debate the topic: "It is better to be educated than rich" and record comments in note form. Teacher writes 2nd conditional sentences on board, models pronunciation and students repeat. Students practise in pairs. In groups, students make oral chains; student A makes cause clause and student B says result clause. Student C changes result clause into cause clause and oral chain continues. E.g. Student A: If I were rich, Student B: I would buy a car. Student C: If I bought a car, Student D: I would drive to Awassa etc.
• read an article and identify specific information	*C. Reading* • descriptive text about a lottery winner Verb patterns - +to + infinitive E.g. I want to go, I intend to go, I hope to go Verb patterns - + gerund (-ing)	Students read a text about a winner of the Ethiopian national lottery. They answer comprehension questions. They analyse use of verb patterns and group verbs according to their pattern.

Competency	*Content/Language Item*	*Learning Activities and Resources*
• read an article on entrepreneurship and infer meanings of new words using contextual clues	E.g. I enjoy swimming, I consider going, I imagine sitting …	Students complete vocabulary exercises inferring the meaning of new words.
• read descriptions and make basic notes of main points	• factual texts about African countries	Jigsaw reading: in groups students read about 3 African countries; one country for each group. Text should include facts and figures about economy and finance of countries. Students make notes of main points and order information. Students share information (ask and answer questions) about the country they have read about.
• read an article and distinguish between fact and opinion	• descriptive text about an Ethiopian personality • sentences for correct spelling/punctuation	Students read text about Sheikh Al Amoudi. They separate the main points into factual information and opinion. They write questions they would like to ask him. Auction Game: students form groups. They are given 500 birr to spend (imaginary!). Teacher writes sentences on board one at a time –some have correct spelling/punctuation; some do not (sentences could be taken from students' writing). In groups, students bid for each sentence if they think it is correct. If the sentence is correct, the group keeps the money bid. If the sentence is incorrect, the teacher keeps the money. The group with the most money at the end is the winner.
	• a passage about money	Note-making activity: students read a short passage and copy/highlight key words/ideas. Teacher elicits strategies for finding key words/ideas and gives advice on making notes. Students then read model notes and compare information given with their own key words/ideas.

	D. Writing
	• gap-fill exercises for practice/revision:
	2nd conditional
	Quantifiers
	E.g. much/many/a lot of/few/little
	Verb patterns (to+infin; -ing)
		Students complete gap-fill exercises on:
		  - 2nd conditional
		  - Quantifiers
		  - Verb patterns

• make notes from 2 to 3 paragraphs	• note making	Students make notes on text about a winner of the Ethiopian national lottery (see Reading).
• write a short simple	• conclusion for an essay	Students read an essay related to a money/finance theme and look at 3 possible essay

Competency	*Content/Language Item*	*Learning Activities and Resources*
conclusion to an essay		conclusions and analyse the strengths/weaknesses of each. With the help of the teacher, students identify the characteristics of a good conclusion and language used. They write a conclusion to the topic used in the debate (see speaking) using notes previously taken.
	• spelling E.g. running/swimming/hitting (infinitive ends in consonant, vowel, consonant) coming/baking/shaving (infinitive does not end in consonant, vowel, consonant) 'open (opening) v be'gin (beginning)	Teacher writes a variety of verbs with –ing on the board. Students deduce spelling rules and copy verbs into groups according to their spelling.
	E. Additional Learning Strategies Dictionary usage	Students look at words with more than one meaning (drawn from the reading text) e.g. can (auxiliary verb/noun). Students look at such words in sentences and match to the correct definition using dictionaries for help. E.g. She can play tennis – auxiliary verb/ability I'd like a can of beans, please – noun/container
	Recording vocabulary – personal favourite	Students record vocabulary from unit in the way they find most useful. They can choose from previously demonstrated strategies if they like.

Assessment:

Skill	**Minimum Learning Competency**	**Task**
Reading and writing	Read descriptions and make basic notes of main points	Students read short passages related to the topic, isolate key words/ideas and turn them into basic notes
Speaking	Talk about an imaginary situation	Students are given different imaginary situations (e.g. you are President of Ethiopia) and they say what they would do. E.g. If I were President of Ethiopia, I would …

Unit 9: People and Traditional Culture *(11 Periods)*

Learning Outcomes: By the end of Unit 9 students will be able to give information about some cultural practices in Ethiopia and beyond

Language focus
Grammar: prepositions, past tenses, adverbs, might/could/look like, for, during and while, ago, sequencing words
Vocabulary: adjectives: come from/based on, traditional practices and cultural activities
Social expressions: asking for clarification/repetition, rephrasing

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to a dialogue and identify main ideas	**A. Listening** Conversation	Students listen to people talking about traditional dances and order pictures. Students demonstrate some movements from traditional dances and give instructions. Rest of class listens and follows instructions.
• listen to instructions and follow the structure and logic through identifying sequencing words	Sequencing words e.g. before you, after you, at the same time as, for, during, while, finally	Teacher gives instructions using a variety of sequencing words e.g. before you open your books, put your pen on the table
	Revision of time phrases: in/on/at	Preposition game: students write in/on/at on separate sheets of paper. Teacher gives time phrase E.g. the weekend. Students choose correct preposition (e.g. **at** the weekend) and hold up their card. Students with incorrect answer are eliminated.
• give instructions using a range of structures and sequencing devices	**B. Speaking** • instructions – e.g. raise, lower, turn round, jump, shake, twist Revision body parts – shoulder, neck	1st activity - Teacher gives instructions; students follow and then practise giving and following instructions in pairs. 2nd activity – teacher adds adverb to instruction. 3rd – students are given action/adverb. They act out the action and the class guess the adverb.
	Adverbs of manner Quickly, slowly, quietly, noisily, carefully, lightly, gently	
	For/during/while E.g. I listened to the radio for an hour I listened to the radio while watching the goats	Teacher explains difference between 'for, during, while' giving examples and highlighting parts of speech. Students do gap fills and sentence transformations. They read their sentences to their partner to check.

Competency	*Content/Language Item*	*Learning Activities and Resources*
• to describe objects using appropriate language	I listened to the radio during the day • might/ could/look like E.g. It looks like something you cook with. It might/could be a jug	Teacher brings in unfamiliar objects or disguised familiar ones. Students use might/could/look like to speculate Students describe pictures of traditional clothes, artefacts/crafts (including unfamiliar objects) and identify regions.
	Role-play	Students brainstorm Ethiopian culture and traditions. In pairs, students role play a tourist and Ethiopian who is describing some aspects of Ethiopian culture
• express their opinion and support this using basic language	Debate Roles and Procedures One person from your group will act as Chairperson. Two people from your group will support the motion Two people from your group will oppose the motion	Teacher elicits views on the importance of keeping Ethiopia's traditional culture. Students offer opinions for and against. Teacher gives guidance on debate structure and main roles. In 5s, students take on the roles of chairperson, main speaker supporting the motion; main speaker opposing the motion; 2nd speaker supporting the motion; 2nd speaker opposing motion.
	Role of the Chairperson: greets audience and introduces speakers and topic	
	Social expressions: giving opinions and agreeing and disagreeing E.g. In my view, ... I support this motion because … I disagree with the previous speaker as...	Each group prepares to debate one of the following topics: • It doesn't matter that traditional cultures will soon disappear. • It is better to lead a traditional life in the country than in the city • Ethiopia should do all it can to keep its traditions and culture • It is not possible for Ethiopia to become a developed country without destroying its traditions and culture The group brainstorm arguments for and against. They draw a four square grid on a sheet of paper. In the two left hand squares they divide the arguments in support of the topic. In the right hand squares they divide the arguments opposing the topics. They use their notes to write short speeches.

Competency	*Content/Language Item*	*Learning Activities and Resources*
		Four groups join together to present their debates to each other (covering all debate topics). At the end of each debate, the audience vote in support or opposition.
• use a range of structures to ask for repetition and clarification	Social expressions: Ask for repetition and clarification e.g. Please repeat that Sorry, I didn't catch the last part Sorry, you've lost me What was that again? Are you with me? Is that clear? Okay so far? What I mean is What I meant was Let me put it another way.	Teacher introduces social expressions and checks pronunciation with the class One student gives instructions on how to draw a picture. Their partner stops them frequently to ask for clarification. Speaker has to rephrase.
• read a description and relate what they have read to their own experience • read an extract from an encyclopaedia and make basic notes of main points.	*C. Reading* • a text about an unusual tradition in an African country • encyclopaedia entries about different cultures and their practices • jigsaw reading about different traditions around the world	Students read text and answer questions. They compare with traditions in Ethiopia. Students read extracts from the encyclopaedia, make notes and then present their findings to the class. Jigsaw reading: In groups, Students read about traditions in three different cultures/countries – one country/culture for each group. They share information by asking/answering questions.
	D. Writing • spelling of adverbs (-ly) Adverbs Students change from adjective to adverb including irregulars E.g. She is a slow worker/ She works slowly She is a good cook/.She cooks well	Teacher gives examples and students deduce the rules, and give extra examples Teacher explains/highlights position of adverbs/adjectives. Gap fill exercise practising transformation of adjectives to adverbs

Competency	*Content/Language Item*	*Learning Activities and Resources*
	Ago – phrases e.g. a week ago I played football eight years ago it was the year 2000 in England	Teacher introduces activity - matching dates with ago phrases. Students complete chart
• write a short informal letter	• an informal letter	Students write a letter to a friend describing a cultural practice they have taken part in.
		Students exchange their exercise books and check for correct spelling, punctuation and capitalisation.
• structure a paragraph using a topic sentence and supporting ideas.		Teacher explains the function of topic sentences and writes examples on the board. Students write down what they would expect to read in the paragraph from the topic sentence given.
		Students are given examples of three short paragraphs; they write a topic sentence for each.
	• a guided paragraph about an Ethiopian tradition	Students write a guided paragraph about a tradition in Ethiopia (using reading text as model). They are given a scaffold/prompts: E.g. Who takes part?/where?/ what clothes worn? Etc.
		When they have finished they identify topic sentences in their partner's work and give appropriate feedback.
	E. Additional Learning Strategies Vocabulary target – feedback	Students give feedback on whether or not they met their vocabulary target from the previous unit, explaining to their partner what strategy they used, and whether it was successful.
	Focus on speaking, assessment and goal setting	Students list the types of speaking activities used in the classroom and use smiley faces to evaluate their performance in each. Students brainstorm and record ways of improving speaking and highlight the ones they use themselves.
		They decide to focus on one strategy they haven't used before/regularly and practise in the following lessons

Assessment:

Skill	Minimum Learning Competency	Task
Reading	Read an extract from an encyclopaedia and make basic notes of main points	Students read extract and make notes
Speaking	Use a range of structures to ask for repetition and clarification	Assess in-class activity

Unit 10: Newspapers and Magazines *(11 periods)*

Learning Outcomes: By the end of Unit 10 students will be able to give information about print media and distinguish fact from opinion

Language focus
Grammar: mixed tenses, sequencing words, determiners (every, all, each, both, none), comparatives/superlatives, reported speech
Vocabulary: newspaper/magazine
Social expressions: having a good reason

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to descriptions and predict the content using a variety of contextual clues	**A. Listening** News stories	Teacher has a series of cards containing words/phrases relating to a news report. Students take it in turns to pick out a card and read it to the class. E.g. stolen – midnight – main street Class try to guess what the article is about. When there is general agreement, the teacher reads the article aloud, and the class see how close their predictions were.
• listen to a news report and be able to follow the structure and logic of a text through identifying discourse markers such as sequencing words • listen to a news report and be able to retell simply what they have heard	Higher-level sequencing words E.g. subsequently, prior to this, beforehand	Students are asked to listen to the text a second time and pick out any sequencing words e.g. subsequently, prior to this, beforehand. They write these down, and then note the order of events. Using the sequencing words, students reconstruct the article orally.
• agree, disagree and express simple counter arguments	**B. Speaking** Mixed tenses (past/present/future) Revision of giving opinions: E.g. I think that; I like; I prefer. Revision of agreeing/disagreeing E.g. I agree/don't agree with you.	The teacher prepares some simple statements on controversial subjects. Students revise the vocabulary of giving opinion/agreeing/disagreeing. When the teacher reads a statement out, students move to designated areas of the classroom, or along a line to show the extent to which they strongly agree or disagree with the statement which is read out, changing their positions to reflect their views as the teacher reads a new statement E.g. 'Football is boring' or 'Fashion is important'. (For larger classes, students could point to one corner, or put pencil on edge of desk, or stand up/sit down/half way)
• use a range of structures to give reasons for actions/viewpoints	Having a good reason: E.g. The reason why… Because… That's why… For this reason…	After the second statement, students are asked to think of a reason to justify their viewpoint e.g. I don't agree with this because……The teacher asks individual students to explain why they hold the opinion they do.

Competency	*Content/Language Item*	*Learning Activities and Resources*
• express their opinion and support this using basic language	Plus the fact that… In addition,… Also,… Not only that, but… Determiners: every, all, each, both, none Pronunciation	The students sit down and the teacher models the use of determiners in relation to the controversial statements. The students are asked to think how they could use these in sentences themselves. E.g. ''None of my friends like football'/ 'Every boy I know likes football' /'Both of my sisters like watching television'. Teacher writes 9 words on the board related to the topic: Newspapers/Magazines. E.g. newspaper, advert, column, heading, magazine, picture, contents, article. In groups of 9, students choose one word each and then stand in the alphabetical order of their words. Teacher checks pronunciation of familiar words and models pronunciation of unfamiliar vocabulary. Selected groups say their words so the teacher can check the order and pronunciation. Students check understanding of the vocabulary, using dictionaries if available, or by word bingo. Students in pairs draw a 9 box table, and write one of the words in each square. The teacher calls out a definition and the students cross out the word to which it applies. When they have a row of three crosses, they shout BINGO – teacher checks they are correct. Students are organised into groups of 8. Each group is given a topic and students take on the following roles. 1. three students argue for the topic; 2. three argue against the topic; 3. one person observes and makes notes of the points made in support of the argument 4. one observes and makes notes of the points made in opposition of the argument Sample topics: There should be more articles for young people in newspapers; We no longer need newspapers now we have the internet; Newspapers don't always tell the truth; Magazines are more interesting than newspapers.

Competency	*Content/Language Item*	*Learning Activities and Resources*
	Revision of reported speech	Observers report back
	Pronunciation: Shifting stress E.g. adver'tising/ad'vertisement 'Photograph/pho'tography/pho'tog rapher 'Product/pro'duce	Teacher writes vocabulary on the board and highlights how different parts of speech from a root word are often pronounced differently. Teacher models pronunciation/word stress and students repeat. Students groups words according to their stress patterns and read words in their groups.
• read a newspaper/magazine article and distinguish between fact and opinion	*C. Reading* • fact and opinion sentences	The teacher explains the difference between 'fact' and 'opinion' giving and asking class for examples. Using an exemplar text on the board, or from the text book, the teacher asks the students to underline/points out facts and opinions
• read authentic materials and be able to scan to obtain specific information	• a newspaper article on a well-known event e.g. Tsunami, September 11th etc.	Students read the questions and scan the newspaper report to find the answers
• read a newspaper/magazine article and be able to express their views	• Magazine and newspaper articles Comparatives and superlatives E.g. This is the best article This is more interesting	Teacher produces a range of magazine/ newspaper articles (if feasible), for students to read and share ideas about in groups. In whole class feedback, students give their opinions on some of the texts they have enjoyed reading comparing them using comparatives and superlatives. Each group chooses one of the texts they have been working on and answers the following: a) What is the article about? (content) b) Write down two facts from the article c) Write down one opinion given in the article d) What do you think about the writer's opinions?
• use basic cohesive devices to structure a paragraph	*D. Writing* • jumbled sentences from a magazine article	Students are given a series of jumbled up sentences from a short magazine article written for young people. In small groups they rearrange the sentences to make a coherent paragraph and add sequencing words.
• write a short informal letter	• an informal letter	Students write a response to the article in the format of an informal letter to the magazine.
• write a 1-2 paragraph narrative or descriptive passage	• newspaper/magazine page	In groups, students write a school newspaper/magazine front page.

Competency	Content/Language Item	Learning Activities and Resources
	E. Additional Learning Strategies Develop dictionary skills	Students read an extract from a dictionary (preferably linked to topic of unit). They label the information given e.g. pronunciation/part of speech/meaning 1/meaning 2/ collocations etc Students complete a worksheet to find specific information in a dictionary e.g. how do you pronounce 'thorough', what is the noun for the verb 'narrate'.

Assessment:

Skill	Minimum Learning Competency	Task
Reading	Read authentic materials and scan to obtain specific information	Students read a newspaper article and answer 10 comprehension questions.
Writing	Use basic cohesive devices to structure a paragraph	Students read a cloze passage and write most appropriate cohesive device (from a given list) in gaps

Unit 11: Endangered Animals *(11 periods)*

Learning Outcomes: By the end of Unit 11 students will be able to discuss the issue of endangered animals

Language focus
Grammar: past simple, past continuous, present perfect, relative clauses (which/that), quantifiers, cause and effect, indefinite articles
Vocabulary: wild animals, conservation, extinction, hunting, national parks and job roles
Social expressions: counter arguments

Competency	Content/Language Item	Learning Activities and Resources
Students will be able to: • listen to descriptions and identify key content words • listen to a short story and retell simply what they have heard	*A. Listening*	Students listen to a short description of animals and fill in charts bout their physical characteristics. Students listen to a short story. Teacher asks students the main events in the story. Students present the main events. Teacher writes them on the blackboard.
• recount stories using two past tenses	*B. Speaking* Past simple and past continuous E.g. While the deer were grazing, a leopard saw them	Students work in pairs and take turns to retell the listening text story to each other by looking at main events in the story. Teacher asks individual students to retell the story to the class.
• describe animals using appropriate language	Like/look like E.g. The tiger looks like a leopard in shape. The impala is like a deer	Students look at pictures of animals and make sentences about where they live, what they eat and what they look like.
• express cause and effect	Present perfect e.g. This has led to a decrease in the number of elephants The lion has become extinct	Teacher gives examples of animals in Ethiopia that are endangered. Students work in small groups and brainstorm why the animals are in danger and what the effect might be.
	Quantifiers There are a few walya ibex left in the Semien mountains National Park.	
	Cause and effect People are destroying the habitats of animals, so animals are running away.	

Competency	*Content/Language Item*	*Learning Activities and Resources*
• express their opinion and support this using basic language	Suggestions/ recommendations E.g. In my opinion… I think… I believe… I suggest… It would be a good idea to… We should/ought to…	Students debate the causes for animals becoming extinct. They agree or disagree with the points raised and give reasons. Finally they give suggestions/recommendations on how this problem should be resolved.
• use a range of structures to give counter arguments	Social expressions: counter arguments E.g. Yes, but don't forget… That would be great except… That's a good idea but,… Even if that is so… That may be so, but… Possibly, but…	Students work in pairs Student A has a plan Student B has an objection/reservation Student A uses counter argument to persuade them e.g. have a party neighbours would object invite the neighbours
• read a description and scan to obtain specific information	**C. Reading** • a reading text on endangered animals	Students read the text and answer comprehension questions. Students read the text again and fill in charts/tables with facts/figures about different animals Students identify and make a note of the key content words in the text and they retell the story.
• read and retell in outline	• a story about animals	Students look at the use of the tenses in the story.
• structure a paragraph using a topic sentence and supporting ideas	**D. Writing** Past simple, past continuous and present perfect	Students are given sentences with verbs in brackets. They choose the correct form of the verb and copy the sentences
	• paragraph writing – writing about one endangered animal.	Teacher revises topic sentences, and models the writing of a paragraph with topic sentence and supporting ideas, using contributions from the students. Students compose their own paragraphs, using the model.
	Articles: a, an, the plus relative clause E.g. A crocodile lives in rivers and on land. Crocodiles live in rivers and on land. (both these sentences can be used to generalise)	Students are given a list of animals (mixture singular and plural). Students write 3 sentences for each animal A crocodile lives Crocodiles live

Competency	*Content/Language Item*	*Learning Activities and Resources*
• write a 2 paragraph narrative passage	The crocodile is an animal which lives in. Countable/uncountable words especially for animals e.g. deer, sheep,	The crocodile………..which is …..lives Teacher gives a list of words and students decide whether countable /uncountable/both. They use the countable words in sentences
	Narrative tenses	Students choose an endangered animal and write a first-person narrative (as that animal) entitled: "A Day in the Life of a/an [animal]"
	E. Additional Learning Strategies Speaking – self assessment	Students give feedback on speaking goal – they use smiley faces to self assess on their level of participation in speaking activities throughout the last unit.
	Writing	Students brainstorm: what skills you need to write well. They use the smiley faces to assess themselves on these skills.
	Goal setting	Students share strategies they use for writing – each student chooses one strategy to work on

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Express cause and effect	Students will be asked to describe an animal and state one cause for/ effect of animals becoming extinct.
Writing	Structure a paragraph using a topic sentence and supporting ideas	Assess in-class activity

Unit 12: Stigma and Discrimination *(11 periods)*

Learning Outcomes: By the end of Unit 12 students will be able to discuss the impact of stigma and discrimination

Learning focus
Grammar: the+singular adjective, present perfect continuous (for/since), passive infinitive, there is/are, enough/too
Vocabulary: stigma/discrimination, care/support, negative/positive perceptions
Social expressions: addressing misconceptions

Competency	*Content/Language Item*	*Learning Activities and Resources*
Students will be able to: • listen to a story and predict the content using a variety of contextual clues	**A. Listening** Listening text about an individual who has gone through a lot of ups and downs and been subjected to stigma/discrimination	Students are given title/situation and predict content. Students listen to a text read by the teacher and check predictions.
• listen to a story and identify specific information		Students listen again and answer questions E.g. What caused…? Who is responsible for…?
• listen to an interview and be able to identify gist	Interview with special needs person	Students listen to the interview and identify who is talking about what
• listen to a story and relate what they have heard to their own lives		Students listen again and note down the mains points. In groups they talk abut situation described and relate to their own experiences.
	Present perfect continuous (with for and since) I've been using a hearing aid for two years	Teacher uses the context of the listening to introduce the present perfect continuous with 'for' and 'since'. Students make sentences about the topic and their own lives.
• agree, disagree and express simple counter arguments	**B. Speaking** The + singular adjective E.g. the poor	Students brainstorm the reasons for discrimination and the kinds of people that are discriminated against E.g. the uneducated, the elderly, the mentally ill, beggars, the poor Teacher encourages discussion. Teacher puts suggestions on the board and highlights use of the+ singular adjective to describe groups of people. Students copy examples.
		Students look at pictures of people with special needs. They discuss what their needs are and how we can help them using passive infinitives

Competency	*Content/Language Item*	*Learning Activities and Resources*
	Passive infinitive They need to be helped for some things They don't need to be looked after all the time	
• ask and respond accurately to a basic range of open and closed questions		In paired groups students ask/answer questions about these people. Group 1 uses prepared questions (see Writing section) to ask group 2 who reply as the person/people with special needs. Students then change roles.
• use a range of structures to address misconceptions	Social expressions: address misconceptions: 1. Introducing phrases: Many people think.. Some people say… You've probably heard that.. It may seem… 2. Linking phrases: But in fact.. But actually.. But the truth is…	Students read a list of popular misconceptions and tick whether true/false E.g. "Garlic prevents malaria" "Lightning never strikes twice in the same place" In pairs, students take it in turns to explain what is wrong with the statement. Student A states myth using introducing phrase. Student B gives truth using linking phrase.
	Pronunciation: Word stress / polysyllabic words E.g. discriminated/discrimination development/developed misconception perception	Teacher writes polysyllabic words from this unit (and previous units) on the board. Teacher models pronunciation and marks word stress. Students repeat, practise and make own sentences with words.
	C. Reading Expressing purpose with 'for' and 'to' E.g. A hearing aid is for making sounds louder. A hearing aid is to help somebody hear • an excerpt from a newspaper/ magazine (possibly an autobiographical account of a person living with HIV/AIDS –	Students match pictures and vocabulary E.g. crutch, wheelchair, hearing aid Using to/for phrases, teacher elicits descriptions for these words and highlights language pattern used. Students make examples of their own. Students read the text and report back the main ideas.

Competency	*Content/Language Item*	*Learning Activities and Resources*
	a success story) to show the advantage of not being stigmatized and discriminated against	
• read a newspaper article and infer meanings of new words using contextual clues		Students read again and deduce the meaning of key words. They complete sentences with new words.
• read a leaflet and make basic notes of main points through ranking information	• guidelines on how to support the development of people with special needs	Students read text and note main recommendations. They rank them in order of priority imagining that money for such projects is limited.
		With the help of the teacher, students analyse text and extract cohesive devices, topic sentences and supporting points.
	• a text with a variety of uses of definite/indefinite articles; a list of article rules	Students read a short passage with a variety of examples of a/an/the. They read a list of rules for the definite/indefinite article. They match examples from passage with rules.
	D. Writing • cloze text	Students complete a cloze text filling the gaps with "the/a/an" (referring back to rules in Reading section).
	• topic sentences	Students are given a list of topic sentences. They decide if each topic sentence is suitable/unsuitable. For the suitable ones, they mark topic and controlling idea.
	• questions	Students write questions to ask one of the people in the pictures (see Speaking section).
	• sentence combination discourse markers: Addition E.g. Also, in addition, moreover/ furthermore Contrast E.g. Although, however, in contrast, whereas, since, as,	Students join sentences (both compound and complex) using a variety of discourse markers.

Competency	*Content/Language Item*	*Learning Activities and Resources*
• use basic cohesive devices to structure a paragraph	• descriptive paragraphs	Students choose a picture of a person with special needs (see Speaking section). They draw a head. Inside the head, they write the person's feelings. E.g. lonely, confused, anxious Outside the head, they write the external pressures on that person. E.g. challenges of getting to/from work Students write a day in the life of this person using appropriate cohesive devices. They read it aloud to the class who match to the correct picture/person.

• write a guided essay in 3-4 paragraphs using a writing scaffold for support	• essay
	
	 Useful language patterns:
	 • revision of there is/are
	 E.g. There is a school for the visually impaired.
	 • revision of enough/too, too much/many
	 E.g. There are too many holes in the pavements.
		Teacher gives students a writing scaffold: i.e. topic sentences, paragraph headings and recommends/revises useful language patterns. Teacher also refers back to reading text as model.
		
		 Students write an essay describing the range of special needs in their area, the support systems in place for and make recommendations for improving the situation.
		 Suggested paragraph topics:
		     1. introduction
		     2. support systems for children
		     3. support systems for adults
		     4. recommendations

	E. Additional Learning Strategies Self-assessment	Students use smiley faces to self-assess their level of competency in speaking, listening, writing and reading. They discuss how and what they would like to improve in grade 10

Assessment:

Skill	Minimum Learning Competency	Task
Writing	Write a guided essay in 3-4 paragraphs using a writing scaffold for support	Teacher uses writing activity.
Speaking	Use a range of structures to address misconceptions	Teacher uses in-class speaking activity